

**THE INFLUENCE OF USING FISHBONE DIAGRAM
TOWARD STUDENTS' WRITING IN ANALYTICAL
EXPOSITION TEXTABILITY AT THE SECOND SEMESTER
OF THE ELEVENTH GRADE OF SMA NEGERI 1 GUNUNG
ALIP IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as Partial Fulfillment of The Requirements for S1-
Degree**

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2020/2021**

ABSTRACT

THE INFLUENCE OF USING FISHBONE DIAGRAM TOWARD STUDENTS' WRITING IN ANALYTICAL EXPOSITION TEXTABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 1 GUNUNG ALIP IN THE ACADEMIC YEAR OF 2020/2021

By: MERIN SILVIA

Writing is one of the most difficult skills in English for students. Most of the students in SMA Negeri 1 Gunung Alip especially in eleventh grade were still have difficulty to writing in English. The problems were they not interested in the writing, they were feel monotonous with the technique, and also they have found difficult to put their ideas into writing. The objective of this research was to find out whether there was a significant influence of Fishbone Diagram that had been applied and to measure to extent of the influence of this technique on students after it was applied to the students' writing ability in analytical exposition text.

Quasi Experimental design had been used. The two classes were selected using Cluster Random Sampling to determine the control class and experimental class. From 84 students as population, 21 students were selected in the XI. IPS1 as the experimental class and 21 students in the XI. IPS2 as the control class. In order to collect the data, this research used writing test as the instrument. There were pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment. After collecting the data, researcher used SPSS V 16 to analyze the data.

From the data analysis, it was found that the results obtained in the independent sample t-test, that the value significant generated $Sig.(Pvalue) = 0.001 < \alpha = 0.05$. It means that the H_a is accepted and there is was significant influence of using Fishbone Diagram toward students' writing in analytical exposition text ability at the second semster of the eleventh grade at SMA Negeri 1 Gunung Alip in the academic year of 2020/2021.

Keywords: *Writing Ability, Fishbone Diagram, Analytical Exposition Text, Quasi experimental Design*

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other writers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي

وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

Say (Muhammad), "If the ocean were the ink for (writing) the words of my Lord, then the sea would have been exhausted before the (writing) of the words of my Lord had been completed, even though We brought that much extra (too)."
(QS. Al-Khaf :109)



DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents Mr. Heri Yusno and Mrs. Mainah who has bestowed me with loves, affections and tirelessly pray for my life and success. Thank you for giving me the financial, moral, and spritual support.
2. All of my families who always support me, who always give me support from the knowledge, material, and suggests as well for my future.
3. My beloved lecturers and Almamater State Islamic University of Raden Intan Lampung.



CURICULUM VITAE

The name of the writer is Merin Silvia, she was born on December 15th. She is the child from Mr. Heri Yusno and Mrs. Mainah.

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First of all, praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace and salutation are upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled **“THE INFLUENCE OF USING FISHBONE DIAGRAM TOWARD STUDENTS’ WRITING IN ANALYTICAL EXPOSITION TEXT ABILITY AT THE SECOND SEMSTER OF THE ELEVENTH GRADE OF SMA NEGERI 1 GUNUNG ALIP IN THE ACADEMIC YEAR OF 2020/2021”**. This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Department Study Program at State Islamic University of Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support, and many valuable things. Therefore, sincerely thanks is given to:

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Bandar Lampung, 2021
The Writer,

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REFERANCE



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Humans are social beings who need each other. As social human beings, every human interacted with each other. In the interaction process, every human being needed a communication tool commonly called language. By using language as a tool of communication, every human being could express feelings and thoughts through a system of sounds and words. As mentioned in Oxford Advanced Learner's Dictionary Language was the system of sounds and words used by humans to express their thoughts and feelings.¹ It meant every human being could express and communicate with each other through sounds and words.

Language was a major means (some would say the chief means) of showing where we belong, and of distinguishing one social group from another, and all over the world we could see evidence of linguistic divergence rather than convergence.² In other words, language was a self-identity that distinguished and showed one's existence and with these differences we could see linguistic differences throughout the world.

Language was a communication tool used in every country in the world. In the era of globalization, the use of languages that was understandable to communicate with neighboring countries was very important. It was stated that a language achieves a genuinely global status when it developed a special role that was recognized in every country.³ From the statement above, it could be seen that the language criteria which could be referred to as global language was a language that could be recognized in each country as an international language.

¹Homby, *Oxford Advanced Dictionary*, (Newyork: Oxford University Press, 1987), p.662

²David Crystal, *English as a Global Language (2nd ed)*, (New York: Cambridge University Press, 2003), p.22

³Ibid, p.3

International language commonly used as a communication tool that was recognized in every country in the world was English language. David Crystal states that English was a global language.⁴English language as a tool of global communication must be mastered both orally and in writing. The application of English language in daily life could be implemented in the learning process at school. In the world of education in Indonesia itself English language was one of the formal subjects applied in every school, and one of the subjects in the national exam.

In learning English, there were four skills which be mastered by the students. It was supported by Dash and Dash who say, "In teaching of English we wished to train our students: (i) to hear and to understand English, (ii) to speak in the language and be understood, (iii) to read the language and understand what they read, and (iv) to write in the language and be understood."⁵From the opinion above, it could be concluded that in English language there were 4 skills, including: Listening, speaking, reading, and writing.

To learn English as a foreign language, writing was one of the four English skills that should be mastered by the students. From the four language skill, writing was difficult subject. As Tribble said that for the moment we could accept the writing was language skill which was difficult to acquire. It was furthermore, one in which relatively few people were required to be expert.⁶ In other words, writing skill was one of skill that difficult to acquire.

In the syllabus of curriculum 2013 for a Senior High School mentioned that the basic competency that should be achieved in the writing subject was the students have the ability to develop and produce written simple functional texts in the

⁴Ibid, p.1

⁵Neena and Dash, *Teaching English as an Additional Language*, (New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2007), p.35

⁶Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

narrative text, descriptive text, recount text and analytical exposition text.

Based on the preliminary research SMA Negeri 1 Gunung Alip Tanggamus, the researcher found the students' score in writing skill very low. According to Mrs. Ely Tsulus, S.Pd., the students' writing ability especially analytical exposition text was poor. It was because the students were not interested in the writing materials and the students also have low vocabulary.

Furthermore, the students were not motivated to learn foreign language because it was hard for them.⁷It could be seen from the table of the student's score in writing formative test below.

Tabel 1
The Student's Score of Writing of the Eleventh Grade of
SMA Negeri 1 Gunung Alip

No	Class	Students Score		Number of Students
		<75	≥75	
1	XI. MIPA 1	13	11	24
2	XI. MIPA 2	16	5	21
3	XI. IPS 1	15	6	21
4	XI. IPS 2	11	10	21
Total Number of Students		55	32	87
Percentage		64,4%	35,6%	100%

Source: The Document of English teacher of SMA Negeri 1 Gunung Alip

From the data above, it could see that many students got bad scores because their scores were below standard scores. The minimum standard mastery criterion for writing skills is 75. There

⁷Tsulust Ely, S. Pd, English Teacher of SMA Negeri 1 Gunung Alip on Semptember 20,2019 (An Interview)

were only 32 students who score 75 and 55 students score <75. Based on interviews with English teachers there, researcher also interviewed several students at SMA Negeri 1 Gunung Alip. Most students agree that writing was a difficult and boring activity.

The students found it more difficult when they were asked to write the target language. They often could not continue writing because they did not know what to write next, especially when the topic was unknown. From unstructured interviews, they admitted that they were also not sure about the rules of grammar. They found it more difficult when they were asked to write the target language. They often could not continue to write because they did not know what to write next especially when the topic was unfamiliar. From unstructured interviews, they admitted that they also were not sure about the grammar rules.

Based on the information above, the researcher concluded that there must be a change in giving material to writing the analytical exposition, and then the researcher offered Fishbone Diagram. To help students in writing analytical exposition text, a tool called Fishbone Diagram has a uniqueness to make an analytical exposition text. It provided several branches to make details to construct the main idea. This kind of diagram was actually used to identify the root cause for an effect or problems in improving quality of a product. Therefore the Fishbone Diagram was considered suitable to be applied in writing analytical exposition.

Based on the previous research, entitled “The Effectiveness of Fishbone Diagram on Students’ Writing of Analytical Exposition Text” was conducted by Ardianto in his thesis. He got conclusion that there was a significant difference between the result of students’ writing analytical exposition text by using Fishbone Diagram and by not using Fishbone Diagram.⁸

⁸Ardianto, *Effect of Fishbone Diagram on Students’ Writing of analytical exposition text (A Quasi – experimental study at the Eleventh grade of SMA Negeri 4 Tangerang Selatan in academic year 2018/2019)*. S1 Thesis Departement of English Education Faculty of Educational Scinces Syarif Hidayatullah State Islamic University Jakarta. Unpublished

In addition, another research conducted by Riki Agus Setiawan about “Improving Students’ Ability in Writing Hortatory Exposition Text by Using Fishbone Method at the Eleventh Grade”. In this research, he concluded that improving students’ ability in writing hortatory exposition text by using Fishbone method of teaching and learning students become more effective.⁹

The next previous research was conducted by Durotun Mahsunah, the title was “The Effectiveness of Using Fishbone Method on Students’ Writing Skill of Descriptive Text at the First Grade of SMK PGRI 1 Tulang Agung”. In this research, it was found that there were significant differences in student grades between those who were taught using the fishbone method and those who were not. It meant that teaching writing in descriptive text using the fishbone method was effective.¹⁰

From some previous researches above, there were some differentiates between the current research. The researcher would use this method to see the influence of students’ ability to write by using fish bone diagrams. It was generally method known as “cause and effect diagram” which was developed by Kauro Ishikawa. However, Fishbone Diagram could be used also as a guide for discussion.¹¹ Therefore, there were so many possibilities of using this kind of diagram in writing especially in building a good idea in detail.

Based on the background of the problem, the researcher interested to use fishbone diagram as a tool that might help students in writing and constructing main idea of an analytical exposition text. Hence, the researcher would carry out a research study entitled “The influence of fishbone diagram towards

⁹Riki Agus Setiawan, *Improving Students’ ability in Writing Hortatory Exposition text by using Fishbone Method at the Eleventh grade of Class IPA 3 of SMA N 4 Kota Bengkulu*. S1 Thesis English Education Study Program language and ARTS Departement Universitas Bengkulu, 2014. Unpublished

¹⁰Durotun Mahsunah, *The Effectiveness of using Fishbone method on students’ writing skill of Descriptive Text at the First grade of SMK PGRI 1 Tulang Agung*. S1 Thesis Of English Education Dapartmen Faculty of Tarbiyah an Teacher Training State Islamic Institute (IAIN) of Tulang Agung, 2018. Unpublish

¹¹Vincent K. Omachomu & Joel K. Rose, *Principles of Totalan Quality: Thrid Edition*. (Washington: CRC Press, 2005), p. 265.

students writing ability in Analytical exposition text at the eleventh grade of SMA Negeri 1 Gunung Alip the academic year 2020/2021”

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students motivated in writing was still low because they think that writing was difficult.
2. The students did not motivate to learn foreign language.
3. The students' were lack mastery on vocabulary.

C. Limitation of the Problem

In this research, the researcher limited the problem only on the use of Fishbone Diagram to know its influence on students writing ability in analytical exposition at the eleventh grade of SMA Negeri 1 Gunung Alip in the academic year 2020/2021.

D. Formulation of the Problem

Related to the problem in this research, the researcher formulated the problem as follows:

“Is there a significant influence of using Fishbone Diagram toward students' writing ability in analytical exposition text at eleventh grade of SMA Negeri 1 Gunung Alip Tanggamus in the academic year 2020/2021”?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to know whether or not there was significant influence of using Fishbone Diagram toward students writing ability in writing analytical exposition text at the eleventh grade of

SMA Negeri 1 Gunung Alip Tanggamus in the academic year 2020/2021.

F. Uses of the Research

The researcher expected that there was some uses of the research as follows:

1. For the Students

By using Fishbone Diagram students was be more easy to understand how to write analytical exposition.

2. For the Teacher

The teacher got valuable about an alternative way to teach writing analytical exposition.

3. For another Researcher

This research could be reference for the other researcher in using fishbone diagram.

G. Scope of the Research

The scope of the research was as follow:

a. Subject of the Research

The subject of this research was be the students of eleventh grade of SMA Negeri 1 Gunung Alip Tanggamus.

b. Object of the research

The object of this research was be students' analytical exposition text writing ability and the use of fishbone diagram.

c. Time of the Research

This research was be conducted at semester in academic year 2020/2021.

d. Place of the Research

This research was be conducted at SMA Negeri 1 Gunung Alip Tanggamus.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

Language was a system that connected thoughts, which could not be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (e.g., Braille) which could.¹² Language was a major means (some would say the chief means) of showing where we belong, and of distinguishing one social group from another, and all over the world we could see evidence of linguistic divergence rather than convergence.¹³ In short, language was a tool for expressing the thoughts of each individual whose function was to communicate between one individual and another. Besides, language was a means that could determine the identity of each individual, by knowing the language that someone uses; we indirectly know the existence of someone.

English was a global language or in other words it could be called an international language, so learning English was one of the most important things. English was not only useful when we feel abroad, but also today many books use English, not only that important information at this time also uses a lot of English so English was very important to learn including in Indonesia.

In Indonesia, English was taught as the foreign language. As a foreign language, English was not used for daily communication. Setiyadi said, "In Indonesia, English was learned at school and people did not speak the language in the society."¹⁴ It meant that in Indonesia, English was not used for communication in the daily activity. Muhassin said "Teaching English as a foreign Language (TEFL) in Indonesian schools was a dynamic practice

¹²Gerald P. Delahunty and James J. Garvey, *The English Language From Sound To Sense* (2010). P.5

¹³David Crystal, *English as a Global Language* (2nd ed), (New York: Cambridge University Press, 2003), p.22

¹⁴Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22

in which not every teacher conducted the same tasks though the same communicative practices”.¹⁵ It meant the teacher must know the ability of students to learn foreign languages because each students has different abilities.

Therefore According to Muhassin, “English teachers could make the language learning effective by implementing communicative active. To establish such condition, teachers could perform some activities which invite students to speak or communicate with others in the classroom.”¹⁶ It meant that the teacher English made this language learning could produce positive effects and results with an active relationship between students, so in applying this learning the teacher must have several ways that could invite students to actively communicate with other students in the class. The teacher’s attitude in communicative activities actually could motivate students to get involved in the learning activity. Thus, the result of the learning activity would be better, and the student’s motivation surely could improve the student’s achievements.¹⁷

Based on the explanation above, the researcher concluded that teaching English to foreign languages at school was a subject that was used in many requirements such as reading literature, technical work, radio listening, etc., but it was not used for daily communication. In this case many students were not good at English because they only practice it in school or when English subjects only. So, the role or ability of teachers in creating effective learning in teaching English teachers must make students more interested in learning English.

¹⁵ Mohammad Muhassin, et.al. “The Impact of Fix Up Strategy on Indonesia EFL Learners’ Reading Comprehension”, *International Journal of Instruction*, Vol. 14 No. 2 (April 2021) p. 485

¹⁶ Mohammad Muhassin, *Teachers’ Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung*. Humaniora Vol 7 No. 4 (October 2016), p. 485

¹⁷ *Ibid*, p. 485

B. Concept of Writing

Writing was not only a tool for communication but also an instrument for intellectual growth and development.¹⁸ It meant that writing was a way to generate ideas, which you do naturally when you speak. Furthermore, Nunan also stated that “writing was a mental process of generating ideas and thinking about how to present them effectively in the form of a written text.”¹⁹ Therefore, writing could influence our cognitive development and our language development.

Based on the opinion above, the researcher concluded that writing was a form of communication tool, which was related to our intellectual development, to express our ideas and thoughts. Writing was also a way to communicate indirectly, by writing someone could minimize errors because they could make improvements before showing or sending their writing

C. Concept of Writing Process

According to Oshlma and Hogue “Writing was never a one – step action, it was an ongoing creative act.”²⁰ This meant writing has several steps, because this step was a creative action step and these steps were also to avoid mistakes when writing. The process of writing has roughly four steps. In the first create ideas, in the second step, organize the ideas, in the third step, and write a rough draft. In the final step, polish your rough draft by editing it and making revisions.²¹

Harmer explained the some stages of the writing process. The stages were presented as following:

¹⁸David Nunan, *Teaching English to Speaker to Others Languages*, (New York and London : Routlaged, 2015), p. 77

¹⁹Ibid, p. 78

²⁰Allce Oshlma and Ann Hogue, *Introduction to Academic writing*, (USA : Person Education Inc, 2007), p. 15

²¹Ibid, P. 15

1. Planning

Before students started their writing students made a list of ideas related to the topic, they tried and decided what they would write. Students must have three main issues. In the first they must purpose the objectives of the write, the second audience they wrote and the content structure they compiled to sequence the fact, ideas or arguments.

2. Drafting

After the students have a list of ideas related to the topic, it was the stages for the students to start writing the first draft. They wrote the ideas in which they were going to write without paying attention to making mistakes.

3. Editing (revising)

In this stage, students should re-write their first draft after finishing. Its purpose was to see where it worked and where it did not. The process of editing might be taken from oral or write feedback by peers and teachers. The feedback would help students to make revision of their writing. The revision showed what has been written. It meant that this steps important to check the Ext coherence and to stimulate further ideas. Not only that it also encouraged students to find and correct their mistakes in writing.

4. Final Version

In this stage, the students have edited their draft after revising with friends and teachers. The students have a good written text in the final product since they do the editing process before.²²

Based on the definition above to produce writing, the writing process was divided into four steps, it was planning, drafting, editing, the final version, these stages were the stages that the writer went through to produce something in the final writing form.

²²Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p. 4-6

D. Concept of Teaching Writing

Harmer in his book said that the reason for teaching writing to students of English as a Foreign Language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. We would look at each of these in turn.²³ It meant that teaching writing was important to someone language development, and the style of writing. There are the steps to teaching writing based on Brown in his book:

1. Focused on the process of writing that led to the final written product;
2. Helped student to understand their own composing process;
3. Helped them to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Gave students time to write and rewrite;
5. Placed central importance on the process of revision;
6. Let students discover what they want to say as they write;
7. Gave students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
8. Encouraged feedback from both the instructor and peers;
9. Included individual conferences between teacher and student during the process of composition.²⁴

From the explanation of the expert the researcher made a conclusion that teaching writing was very important to develop and to increase writing style of students

²³Jeremy Harmer, *How to Teach English*, (Edinburgh: Pearson Education Limited, 2007), p.79

²⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.336

E. Concept of Writing Ability

According to Siahaan, writing was the skill of a writer to communicate information to a reader or group of reader.²⁵ It meant writing was the writer's skill to give information to the reader. Tribble argued in writing there were five aspects which have to fulfill. The five aspect of writing were as the criteria of good writing:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Language use (the ability to write in appropriate structure)
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly)²⁶.

These were aspect that could be used teacher to writer assess the students writing. From those five aspects we could be evaluate the students writing ability. Writing ability was very important skill for writer especially to get excellent writing and then writing ability was one of the most important skill for communicate effectively the reader could get the information from the writer about something explained through writing. Based on the explanation above, the researcher concluded that writing ability was an ability to evaluate and to communicate thoughts on written form which fulfilled five aspects of writing including content, organization, vocabulary, language use, and mechanics.

F. Concept of Text

According to Siahaan and Shinoda "A text was a meaningful linguistic unit in a context."²⁷ It was both a spoken

²⁵Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p. 2

²⁶Cristoper Tribble, *Language Teaching Writing*, (New York, Exford University Press, 1996), p. 130

²⁷Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmuan, 2008), p. 1

text and a written text. A spoken text was any meaning spoken text. It could be a word or a phrase or a sentence or a discourse. Texts have a structure, they were orderly grammatical of words, clauses and sentences, and by following grammatical rules writers could encode a full semantic representation of their intended meanings.²⁸ Furthermore, language was always produced, exchanged or received as a text that was language as a system of communication was organized as cohesive units we call texts.²⁹ It meant that text was used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure was how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.³⁰ In describing how a text forms, Halliday and Hasan in the Eggins were introducing the concept of texture. Texture involved the interaction of two components:

a. Coherence

Coherence or the text's relationship to its extra-textual (the social and cultural context of its occurrence).

b. Cohesion

Cohesion reversed as the way the elements within a text bind it together as 'a unified whole'.³¹ It meant that cohesive helped to bind elements of a text together so that we know what was being referred to and how the phrases and sentences relate to each other.

²⁸ Ken Hayland, *Teaching and Researching Writing* (2nd Ed), (Edinburgh Gate: Pearson, 2009), p.8

²⁹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p.29

³⁰ Sanggam Siahaan and Kisno Shinoda, *Op. Cit.*, p.3

³¹ Suzanne Eggins, *An Introduction to Systematic Functional Linguistic* (2nd Ed), (New York: Continuum International Publishing Group, 2004), p.24

From the explanation above, the researcher concluded that the text was linguistic that has meaning and has a structure such as clauses and grammatical sentences. And interpreting unified and coherent texts on how and using aspects of correct grammar. In the concept of text involved two components of coherence and cohesion.

G. Types of Text

Text was when these words were put together to commutation a meaning, a piece text was created. According to English syllabus for senior high school, there were many kinds of text that are taught in senior high school, they were, Descriptive text, Recount text, Narrative text, Procedure text, Report text, Exposition text, discussion text.

a. Descriptive text

Descriptive was the type of text that described an object.

b. Recount text

Recount text was the type of text about information in the past event.

c. Narrative text

Narrative text was the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story could be a fiction such as legend, fairytale, myth, and fable.

d. Procedure text

Procedure text was the type of text to describe how something was accomplished through a sequence of action or steps.

e. Report text

Report text was the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

f. Analytical Exposition text

Exposition text was the type of text about argument or opinion of someone to perceive the problem.

g. Discussion text

Discussion text was the type of text to present (at least) two points of view about an issue.

Based on the explanation above, the researcher concluded that writing has many types of teaching writing that must be taught to students, especially for high school students, and writing has many types with different goals, each student must understand the generic structure and features of the text language. In this study the researcher would focus on the text of analytical exposition. Because the students in SMA Negeri 1 Gunung Alip have difficulty in writing Analytical Exposition text, and also this analytical exposition text material was in the syllabus of SMA Negeri 1 Gunung Alip.

H. Concept of Analytical Exposition Text

1. Definition of Analytical Exposition Text

Analytical exposition text was argumentative text because writer provided readers or listener with point of view, ideas, or thoughts of topic or issue or problem needed to get attention or explanation with no appeared efforts to persuade the readers.³² It meant an analytical exposition text was an argument text in which the teacher directly provided the view point, idea, topic or problem to the students and this text also needed to get a specific explanation to convince the students. Priyana added that analytical exposition purpose to suggest a certain topic which may only be pro or contra, not both.³³

From the definition above, the researcher concluded that an analytical text exposition was the argument text where

³²Intan Kris Amilia, Drs.Amir sisbiyanto,*journal of english language teaching*,p3

³³Ibid, p.3

the teacher directly gave or suggested specific points of view, ideas, topics or problems to the student which aimed to analyze the pros or cons or not at all the problem.

2. Generic structure of Analytical Exposition Text

Gerot and Wignell say in the journal the generic structure of analytical exposition was organizing three stages:

a. Thesis

Thesis consisted of position and preview. Position introduced topic and indicates writer's position. On the other hand, preview was the outlines the main arguments to be presented.

b. Arguments

These stages consisted of point and elaboration point restates main argument outlined in preview and elaboration developed and supported each point.

c. Reiteration

Reiteration was the restate writer's position.

From the above explanation the researcher concluded that the generic exposition text structure has three stages, the first thesis contains the author's view of a problem simply. The second argument this section contains several further explanations of the thesis's simple description. The third repetition of this section was the concluding part that always lied at the end of the paragraph containing the rewriting or replacement of the main ideas contained in the first paragraph.

The lexico grammatical of analytical exposition were :

1. Focused on generic human and non-human participants (car, pollution).
2. Used of simple present tense (do, say, think,).
3. Used of relational processes (important).

4. Used of internal conjunction to stage argument (next, firstly).³⁴ It meant those parts above the generic structure of Analytical exposition text.

3. Language Features of Analytical Exposition Text

- a. An analytical exposition focused on generic human and non human participants.
- b. It used mental processes. It was used to state what the write or speaker thanks or feels about something. For example: realize, feel etc.
- c. It used emotive and evaluative words.
- d. It often needsmaterial processes. It was used to state what happens, e.ghas polluted... etc.
- e. It usually used Simple Present Tense and Present Perfect Tense.
- f. Enumerations were sometimes necessary to show the list of given arguments: firstly, secondly....., finally, etc.³⁵ in other words; those parts above were the language features of Analytical Exposition text.

From this explanation it could be concluded that in writing the analytical exposition text the researcher must use several rules that characterized that the analytical exposition text was the text of the argument about an event or issue at this time.

4. Example of Analytical Exposition Text

The Importance of Internet for Education

Thesis:

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help student learn.

³⁴Ibid, p,3

³⁵Hendri Agus, Analytical Exposition Text,_____

Argument 1:

Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class was limited, so the teacher sometimes couldnot give all the explanation needed. In this case, internet could help students to get more explanation.

Argument 2:

Internet has become now way of life. In the future, on students working life, they would have to use internet. So it was wise for the teacher to give assignment which related to it. For example, teacher could ask students to give the assignment via e-mail.

Reiteration/ conclusion:

Internet has big impact on education. There were many positive things students and teacher could get from it.³⁶

In this research, the researcher focused on the kind of Analytical Exposition Text in the form of events occurring around us. The reason why researchers chose this topic was because this topic was considered to be more familiar to eleventh grade students of Gunung Alip 1 High School.

I. Concept of Fishbone Diagram**1. Definition of Fishbone Diagram**

Fishbone Diagram was cause and effect diagram technique that was used to analyzing an event. After placing the problem of effect in the head of the diagram, the causes of the effect could by analyzed and investigated.

The cause and effect (CE) diagram was developed by Dr. Kaoru Ishikawa of the University of Tokyo in the summer of 1943, while he was explaining to some engineers at the Kawasaki Steel Worked how various factors can be sorted

³⁶British Course [Available online at : <http://britishcourse.com/contoh-analytical-exposition-text-the-importance-of-internet-for-education.php>, accessed on 30th November 2019]

out and related. For this reason, this diagram was also known as the Ishikawa diagram. Its third name, the fishbone diagram, stems from the fact that a completed diagram resembles the skeleton of a fish.³⁷

So, this fishbone diagram was first developed by Ishikawa in Tokyo University of 1943. And this was the reason why this diagram was known as Ishikawa diagram because it was taken from the last name of Dr. Kaoru Ishikawa. And this diagram was also often called a Fishbone Diagram because it looked like a fish bone. Here was the example of Fishbone Diagram.

According to Ishikawa in Jurnal komunikasi pendidikan Fishbone Diagram Technique was to organize and display the interrelationships of various theories of root cause of a problem.³⁸ It aimed to assist in brainstorming and enabling a team to identify and graphically display, in increasing detail, the root causes of a problem.³⁹ This technique Fishbone Diagram was arguably the most commonly used of all quality improvement tools. “Effect” was special problems and was considered the head of the diagram. Bilsen and Lin said, three elements in technique Fishbone Diagram were (1) fish head discussed effect or problem which represents A; (2), primary causes discussed general causes which represents B ; (3), secondary causes discussed detailed effects of primary causes which represent C.⁴⁰ However, as already mentioned, Fishbone Diagram could also be used in educational setting. Helped students to find ideas or possible

³⁷Vincent K. Omachonu, Ph. D. And Joel E. Ross, Ph. D, *Principles of Total Quality* : Thrid Edition. (Taylor & francis e- Library, 2005), p.262

³⁸ Christiana Evy Tri Widyahening, *Penggunaan Teknik Pembelajaran Fishbone Diagram Dalam meningkatkan ketrampilan membaca siswa* : fakultas Keguruan dan Ilmu Pendidikan, Universitas Slamet Riyadi Vol 12 No 1 (Januari,2018), p. 16

³⁹Ron Basu, *Six Sigma And Lean: A Practical Guide To Tools And Techniques* : (Oxford : first edition 2009), p. 73

⁴⁰Nasir Melinda, *Fishbone Strategy In Teaching English in Indonesia* : a Tool Organizer For Learning Efl Reading, (State Islamic Institute of Raden Intan, Lampung, 2014), p. 161

causes of effects, capture common understanding of problems, or analyze gaps in current knowledge.

Martin argued that finding fishbone diagram technique in teaching writing provided students (1) with writing text enjoyment, (2) with learning how to present in a team work ; (3), with a lot of opportunities for learning.⁴¹ From all the above explanation, it could be concluded that this Fishbone Diagram was a diagram that resembles a fish's skeleton or often also called a cause and effect diagram. This Fishbone Diagram was a learning technique that could help students improve the details of the root cause or event or analyze the problem. There were three elements in the Fishbone Diagram technique that first discussed the effects of the fish head; the second main cause discussed the cause, the last secondary cause. Here was the example of Fishbone Diagram

2. The Procedure of Fishbone Diagram

Fishbone Diagram was combine aspects of brainstorming with systematic analysis to create powerful techniques.⁴² Fishbone Diagram this diagram analyzed the relationship of problems and their courses. According Mallikarjun Koripadu, K. There was four procedre or steps to implement Fishbone Diagram:

1. Firstly identify the problem and write it in a box and describe an arrow pointing towards it.
2. Identify the main factors and draw four or other branches off the great arrow to correspond to main categories of prospective causes.
3. Then, Brainstorm all the possible causes of the problem in each of the most important categories and brainstorm possible causes of the problem.

⁴¹Ibid, p. 162

⁴²Bjom Andress, & Tom Fegerhaug, *Root Cause Analysis: Simplified Tool and technique*. (Milwaukee: AsQ Quality press, 2006), p. 119.

4. The last, Analyze the diagram. By this stage there should be a diagram showing all the possible causes of your problem.⁴³

Another experts from Ramesh Gulati, there were five procedures or steps were essential when constructing a Fishbone Diagram:

1. Define the problem
2. Brainstorm
3. Identify all causes
4. Select any causes that might be at the root of the problem
5. Develop corrective action plan to eliminate or reduce the impact of the causes selected in step 4.⁴⁴

Based on the explanation above it could be conclude that the procedure or steps Fishbone Diagram to teaching writing were:

1. Teacher could start the class with giving the example of an analytical exposition text followed by the example of Fishbone Diagram and how to use the diagram.
2. Then, the students could be asked to determine the aspects or the sub- ideas in the body paragraph and the could put the ideas and its detail in the branch of Fishbone Diagram.
3. So, the students firstly would get general understanding of analytical exposition text sturcture.

⁴³ Mallikarju Koripadu K. Vankata Subbaiah. *International Journal Of Scientific & Technology Research*- vol 3, No 2, Problem Solving Management Using Six Sigma Tools & Techniques, (India, 2014), p. 91

⁴⁴ Rames Gulati, *Maintenance and Reiability Best Practice*, (NewYork: Industrial Press, 2013) , p. 367

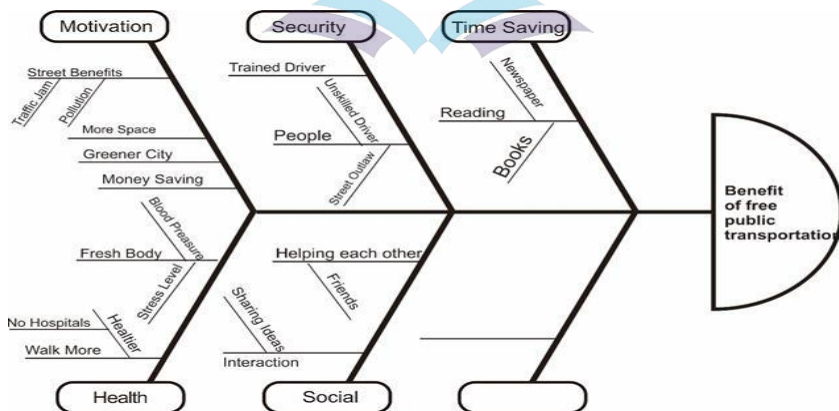
4. After that, the students were asked to start making a good Fishbone diagram text.
5. They could begin with making Fishbone diagram. And they chose the topic which could be given or they could freely choose the topic in their own.
6. After sturcturing the mind mapping in the diagram, they could begin to write te text.

By applying this technique, it aimed to make learners easier to find cause and effect in an event. And helped students understand the structure of text ideas before they started writing Analytical exposition text.

Here was the example of Fishbone Diagram used as mind-mapping tool in an Analytical Exposition Text transformed into an Analytical Expositon Text entitled “Public Transportation should be Free”.

Figure 2

Fishbone Diagram of “ Public Transportation should be free”



Fishbone Diagram above could be transformed into following text with underlined keyword

Public Transportation should be Free

If we can agree that government has some roles to play in our lives, then let's at least make it a positive one. There are some benefits of free fully-subsidized public transportation.

First it will motivate more people to leave their cars at home. Think of reduction in pollution and traffic jam and insurance costs. Second, we must consider the health benefits. We all will walk a little more. This will reduce visits to doctors' offices and hospitals because we'll be healthier. We'll improve blood pressure, lower stress and possibly a better complexion.

We'll avoid the worry of getting in accidents. Since we are in public transportation, our driver should have been trained in order to drive us safely. It is different if we drive on our own. There would be someone with how skill of driving which could endanger us or even we are the one who could do that to the other people who are used to break the laws or rules in the street which could make us in danger.

Then, think about some of the other social benefits: imagine how much we'll earn from each other when we share rides instead of sitting in isolation in our cars. Talking to the neighbors might come back into fashion. More people will meet and talk and maybe even help each other and become friends.

Having someone else drive us will also give us more time for reading books and newspapers. So, park your car and use it for your dream vacation.

In conclusion, there are a lot of benefits we can get from free public transportation in the city.

3. The Advantages of Fishbone Diagram

The main function of Fishbone Diagram was to analyze the root cause of an effect or problem and investigate the relationships. It could determine detailed factors of causes. It was very useful to evaluate systematically the causes of an effect. It means that Fishbone Diagram could be powerful tool for brainstorming and mind mapping ideas. Fishbone Diagram has some advantages to Gupta cited by Riki Agus Setiawan; Fishbone Diagram has the following advantages:

- a. The Fishbone Diagram used Fishbone Diagram permit a thoughtful analysis to avoid any possible root causes for a need.
- b. The Fishbone technique was easy to implement and create an easy-to-understand visual representation of the cause, categories of cause, and the need.
- c. By using a Fishbone Diagram, the students were able to focus on the group on the possible cause or factors influencing the problem or need.
- d. Event after the need has been addressed, the Fishbone Diagram a how many areas of weaknesses that could be revised before the causing more difficulties.⁴⁵

4. The Disadvantages of Fishbone Diagram

The Disadvantages of Fishbone Diagram According to Balajhy and Wade by Addie Yudhie Pertiwi were:

- a. Spent a lot time
- b. When students learnt material with the help of graphical representations such as Fishbone Diagram, students' writing ability would be less developed.⁴⁶

⁴⁵Riki Agus Setiawan, *Improving Students Ability in Writing Hartatory Exposition Text by Using Fishbone Method*, (Universitas Bengkulu, 2014), p. 16

Based on the explanation above, the researcher concluded that students were less able to develop the ability to compose a full sentence with the correct vocabulary and correct grammatical compositions.

J. Lecturing Technique

1. Definition of Lecturing Technique

Lecturing technique was still used in education, especially in classical learning. Lecturing technique was often indispensable, particularly in large classes with hundreds of students; it was inaccurate because an effective lecture one that induced effective processing in one's students could be a successful method of teaching.⁴⁷ It meant lecturing technique was effective techniques that induced effective processes and could make successful teaching methods.

Lecturing technique was oral presentation intended to present information or people about a particular subject, for example by a university or college teacher.⁴⁸ In other word, lecturing technique was teaching technique where an instructor as a central focuses of information transfer. It meant that lecturing technique was the way of delivering and the knowledge which do by the teacher by oral explanation directly the students. Clark said in the journal this approach was beneficial because it was a convenient and efficient way to introduce a vast amount of information, especially in large classes where activities might be impractical.⁴⁹

⁴⁶Addie Yudhie Pertiwi, *Keefektifan Penggunaan Teknik Fishbone Dalam Pembelajaran Keterampilan Membaca Bahasa Jerman*, (Universitas Negeri Jogjakarta, 2uring 014), p. 15

⁴⁷Robert A. Bjork, *Successful Lecturing: Presenting Information in Ways That Engage Effective Processing* (Wiley Periodicals, Inc, 2002), p.19

⁴⁸Marine McGuire, *Teaching Technique*, 2005, (Available Online <http://712educators.about.com/learningstyle/p/auditory-learn.html>, accessed on 1st Desember 2019)

⁴⁹Jana Michelle Hackathorn, *Active Teaching* (Journal of The Effective Teaching ,Volume 11, (2),2011), p.43

Therefore, in this research, the researcher would use lecturing technique to teach in the control class. Lecturing Technique was a technique which used as the tool of oral communication between the teacher and the students to present information in teaching learning process. And also this technique was a way to make it was easier to introduce some information.

2. The Procedure of Lecturing Technique

Here were some of the steps of the lecture technique as follows:

- a. It delivered in a way that was informative, interesting and engaging.
- b. The content was well organized and easy to follow. Students could understand the development of the argument, or the logic in the ordering of the information or ideas
- c. Students feel involved. This might be through some type of active participation, use of relevant example to which they could relate and by being made to think about what is being said. The ability to engage students through questioning, no matter what the class size, was an important way of getting students involved.
- d. Students left wondering where the time has gone
- e. Students left knowing that they have learned something's, and were often inspired to go off and find out more.⁵⁰

From the above theory the researcher concluded that there were five procedures for teaching lecturing techniques. This procedure aimed for students to think more actively.

⁵⁰Heather Fry, Steve Ketteridge and Stephanie Marshall, A Handbook for Teaching and Learning in Higher Education (3rd ed), (New York, 2009), p.59

According to Suyanto & Jihad said in the journal Rabbianty the steps in implementing the lecture method were as follows:

- a. Apperception.
- b. The teacher explained the new lecture material.
- c. Looking for relationships and comparisons of some lecture material that has been described.
- d. Making abstraction and generalizations.
- e. Apply what has been taught.⁵¹

From the steps above, the researcher decided to choose the procedure lecturing technique in the control class from :

- a. Apperception
- b. The teacher explains the new subject matter.
- c. Look for relationship and comparison of subject matter already explained.
- d. Create abstractions and generalization.
- e. Then apply what has been taught.

The purpose of this step was to ensure students understand about the material and after that asked students about the concepts presented after the technique was used.

3. The Advantages of Using Lecturing Technique

Kaur states they were some advantages of Lecturing Technique, they were :

- a. The proper perspective and orientation of a subject could be presented and the general outline of scope of the students could be brought out

⁵¹Eva Nikmatul Rabbianty, Penerapan Model Pembelajaran Group Investigation Dan Lecturing Untuk Meningkatkan Pemahaman Mahasiswa Terhadap Materi English Teaching And Learning Theories (ELT), *Nuansa*, Vol. 13No. (1Januari–Juni2016), p. 158

- b. Many facts could be presented in a short time in an impressive way
- c. The teacher could be stimulating very good interest in the subject.
- d. Greater attention could be secured and maintained, as interest leads to attention.
- e. Spoken word has greater weight than mute appeal by books.
- f. The language might be made suitable to all the members of the students.
- g. Teacher could present a number of facts belonging to different subjects and also it could facilitate inter-disciplinary approach to topics.⁵²

Therefore, the researcher would use this technique to teach in the control class. Because this technique could be used to arise the student's interest in a subject and also allowed the teachers to precisely determine the goal of presentation.

4. The Disadvantages of Lecturing Technique

They were the disadvantages of the Lecturing Technique:

- a. Waste time to repeat the problems that were already in the book
- b. If learning was very fast, students couldnot easily take notes and would not have written notes about the important points made.
- c. Learning delivered in a style that was not easily understood by students would not be useful.
- d. In the learning process, students were more passive than active in class.

⁵²Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching* (Research Scholar, Singhania University, 2011), p. 12

- e. Students' problem solving attitudes could be lost in the lecturing technique.
- f. There was no collaboration and interaction between the teacher and students in the lecture process.⁵³

Therefore, seeing learning as an active information processor and not as a passive recipient of knowledge could change lecturing techniques into good learning. The purpose of the lecturing technique explanation was to facilitate teaching and learning activities in the classroom, not to present information that couldnot be used to passive students.

K. Frame of Thinking

English was an international language that was definitely used by everyone in the world. Using ;elearning English we could adapt and talk with others. In English students would learn about four skills such as writing, listening, reading, and speaking.

Writing was one of the most important skills in learning English. Many students have difficulty in writing, students' skills in writing were very weak, although students were asked to make text Analytical Exposition Text, there were still many students who cannot make it. Most students said writing skills were difficult skills, because they contained several components of language that they must master such as grammar, spelling, punctuation, and others

Based on the results of research that used observation and interview with English teachers and some students, the researcher assumed that using Fishbone Diagram could help improve students motivation and writing skills in analytical Exposition Text. With Fishbone Diagram the researchers hope students could provide new things that have a positive effect in improving students' writing.

⁵³Ibid, p. 13

L. Hypothesis

The hypothesis in this research as follow:

1. Nol Hypothesis (Ho)

There was no significant influence of using Fishbone Diagram toward students' writing ability in Analytical Exposition Text.

2. Alternative Hypothesis (Ha)

There was a significant influence of using Fishbone Diagram toward students' writing ability in Analytical Exposition Text.



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